



## **BSAS SPAN 2255** **Spanish 5**

### **CAPA BUENOS AIRES PROGRAM**

Faculty name	:	TBD
E-mail	:	TBD
Class times	:	TBD
Classroom location	:	TBD
Office Hours	:	TBD

#### **Course Description**

¡Bienvenidos to Spanish 5! The goal of this fifth semester course is to enhance fluency and the development of oral proficiency in Spanish through the exploration of culturally relevant topics. Although the emphasis is on speaking and listening skills, reading and writing assignments are an important part of this course as well. While certain grammar points are reviewed, students' proficiency is not measured by grammatical competence alone. Fluency, pronunciation, and an accurate use of vocabulary are all equally important when learning a second language.

#### **Requirements and Prerequisites**

Much of the responsibility for learning a language falls on you, the student. To derive the utmost benefit from this class, daily attendance is essential. We invite you to take advantage of the possibility of practicing the language in class. Attendance to each session is required. You are expected to come to class well prepared and ready to participate. Students must have taken four semesters of college level Spanish, or equivalent, and earned a C or higher to qualify for this course.

#### **Learning Outcomes**

1. Students who will enter Spanish 5 will have the ability to create with the language when talking about familiar topics related to everyday life. They will be able to recombine learned material to express personal meaning and produce sentence-level language ranging from discrete sentences to string of sentences, most of the time using different time frames. During the course of the semester, students will have a chance to practice the four skills (reading, writing, speaking, and listening) with a very strong focus on speaking and listening. Students will discuss in depth cultural topics specific to the entire Spanish-speaking world.
2. By the end of the semester, students in Spanish 5 will be able to communicate information on autobiographical topics, as well as topics of community, national, or international interest. They will have a broad knowledge of a variety of vocabulary and will be able to in paragraph-length and discourse. They will not only be able to handle formal and informal exchanges on a variety of concrete topics but also on topics relating to events of current, public, and personal interest or individual relevance. They will have full ability to narrate and describe in all major time frames providing full and detailed account of facts.

#### **Developmental Outcomes**

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences.

#### **Class methodology**

##### **Participation and classwork (10%):**

This course requires active classroom participation as well as out-of-class preparation. Participation takes into account your willingness to participate in class, your cooperation and positive impact in your group and pair work, your respect and attitude toward your peers and instructor, your use of Spanish, and your ability to complete activities and tasks in class. To be successful, your instructor expects that you come to class prepared in order to be able to complete different types of learning activities. Note that your instructor may assign extra homework or give you unannounced short quizzes on the

assigned material for the day to assess your preparation for class.

In order to reflect on your own participation in class, you will be asked to complete a Self-Evaluation Form for Class Participation (included in this syllabus). At the same time, your instructor will assign you a participation grade based on the criteria on the Self-Evaluation Form. He/she might add comments and suggestions on how to improve your participation in class. Remember that your active involvement is essential to your success this class. **Simply coming to class is not enough.**

#### **Homework (10%):**

Throughout the course, there will be daily homework assigned by your instructor. Homework is a great opportunity to prepare for class and to reinforce the learning of the content studied in class. It also helps you to monitor your own progress in learning Spanish. Homework is a great opportunity to reinforce the learning of the contents studied in class. Your instructor will assign several homework assignments during the course of each chapter. These assignments will be online only. There will be a total of six (6) homework grades, one for each chapter. The due dates are indicated in the course calendar.

#### **Speaking Tests (20%):**

There will be two speaking tests: an interview and an oral group presentation.

##### **1. Speaking Test 1: Interview (10%):**

You will have an 8-10 minute oral interview with your instructor on the date assigned in the calendar. You will not be allowed to have any notes with you during the interview. In order to prepare for this interview, your instructor will give you a written list of topics that you should study. You should use this list of questions to review the grammar and vocabulary for the interview. Nevertheless, bear in mind that your instructor may ask you questions that, while related to the topic, may not appear on this list. You will be evaluated based on the Grading Criteria to Evaluate Speaking Test 1 (the Oral Interview) (included at the end of this syllabus).

##### **2. Speaking Test 2: Oral presentation (10%):**

You will give an oral presentation in Spanish in class. The presentation will have an emphasis on a cultural topic. Your instructor will provide you with specific instructions regarding topics and possible formats for the presentation. The presentation must be given on the assigned day on the calendar and you will not be permitted to read. Each student will be graded individually.

#### **Audio/video Journals (20%):**

There will be four (4) audio/video journals recorded during the course of the semester. Your instructor will provide you the topics and detailed instructions.

#### **Chapter Exams (15%):**

There will be five chapter tests during the course of this semester. Each exam will cover material from the textbook, the homework, class activities and discussions. They will also include mini-compositions of 200-250 words.

#### **Interview Project (10%):**

In groups of two, you will conduct interviews to a Spanish Native Speaker on a special topic discussed in class and afterwards you will complete a reflection and short presentation in class. Your instructor will give you further instructions.

#### **Final exam (15%):**

The final exam is cumulative and it will evaluate the knowledge of the vocabulary and grammar covered during the entire semester (Chapters: 1, 2, 3, 4, 5, and 6). This exam will cover material from the textbook, the homework, class activities and discussions. It will also include mini-compositions of 200-250 words. Make-ups will only be granted to students who have a direct conflict or who have more than two exams in a day (so Spanish is their third exam of the day). If you belong to one of these two categories and you wish to request a make-up, you must present to your instructor a copy of the people soft print out of your final exam schedule as proof of conflict. No make ups will be granted without proof of conflict. Early departures or previous travel arrangements will not be accepted as valid cause to grant a make-up.

#### **Assessment/Grading Policy**

Testing procedures will be representative of the type of instruction, content and practice offered in this course. The assessment components for this course are:

---

Participation and classwork	10%
Homework	10%
Speaking Tests (2)	20%
Audio/video Journals (4)	20%
Chapter Exams (5)	15%
Interview Project	10%
Final Exam	15%

---

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83 - 86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7 - 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material
Incomplete	I			Please see CAPA policy in the Faculty Handbook.

**Dress Code**

No requirements.

**Course Materials****Required Readings:**Blanco, *Revista 4e* (2014) Student Edition & Supersite Code ISBN: 978-1-61857-148-9

In addition to the book, each student must purchase the access to the companion website, The Supersite Plus. Buying a used textbook and separate access to this website may cost more than purchasing a new textbook package at a bookstore or directly from the publisher.

The new textbook package can be purchased from a bookstore or directly from the publisher at <http://vistahigherlearning.com/students/store/spanish-programs/revista-4th-edition.html>. Packages purchased directly from the publisher's website will receive free ground shipping and your Supersite access code will be emailed to you immediately after purchase.

Students who choose to purchase a used textbook will still need to purchase separately the necessary Supersite access code at the website listed above. The required Supersite access code for used book purchases is: Supersite Plus Code Revista 4e ISBN: 978-1-61857-080-2

Please, be reminded that it is mandatory to have the access to the Supersite Plus in order to complete the homework portion of this course.

### Weekly Course Schedule

This schedule is written for meeting three times per week.

FECHA	TEMARIO DEL DÍA (REVISAR EN CASA ANTES DE CLASE)	PARA ENTREGAR
<b>Semana 1</b>		
	Introducción al curso. <i>Diagnostic Questionnaire</i> . Preparación <i>Viaje a Marte</i> , págs. 4-5.	
	<i>Viaje a Marte</i> , págs. 6-9. <b>Mirar el corto "Viaje a Marte"</b> . Los verbos ser y estar, págs. 10-11.	
	Las preposiciones, págs. 12-13. <i>Celebración de la fantasía</i> , págs. 14-17.	
<b>Semana 2</b>		
	<b>NO HAY CLASES. Holiday</b>	
	<i>La poesía, al alcance de los niños</i> , págs. 25-29. <i>Tira cómica</i> , págs. 30-31.	
	<b>Taller de producción oral 1: Audio/video Blog #1 in class. En un laboratorio.</b>	Audio/Video blog #1
<b>Semana 3</b>		
	Repaso para el Examen 1.	
	<b>Examen 1: Capítulo 1.</b>	<b>Tarea Capítulo 1.</b>
	<i>Diez minutos</i> , págs. 36-41. <b>Mirar el corto "Diez minutos"</b> .	
<b>Semana 4</b>		
	Narración en el pasado I, págs. 42-43. Narración en el pasado II, págs. 44-45.	
	<i>Microcuentos</i> , págs. 51-54.	
	<i>No hay que complicar la felicidad</i> , págs. 55-59. <i>Tira cómica</i> , págs. 60-61.	
<b>Semana 5</b>		
	Repaso para el Examen 2.	<b>Participación 1</b>
	<b>Examen 2: Capítulo 2.</b>	<b>Tarea Capítulo 2</b>
	<b>Taller de producción oral 2.</b> Instrucciones para el Proyecto de la Entrevista a un Hispanohablante	
<b>Semana 6</b>		
	<i>Nada que perder</i> , págs. 66-71. <b>Mirar el corto "Nada que perder"</b> .	Audio/Video blog #2
	Pronombres de objeto directo e indirecto, págs. 72-73. Adjetivos, págs. 74-75.	
	<i>Zoe Saldana</i> , págs. 76-80. <i>Tira cómica</i> , págs. 92-93.	
<b>Semana 7</b>		

	Speaking Test # 1 – <i>in class.</i>	
	Speaking Test # 1 – <i>in class.</i>	
	Cara y cruz de las tecnologías de la información, págs. 81-85.	
<b>Semana 8</b>		
	Taller de Producción Oral 3	
	Repaso para el examen 3	
	<b>Examen 3:</b> Capítulo 3.	<b>Tarea Capítulo 3</b>
<b>Semana 9</b>		
	El ojo en la nuca, págs. 98-103. <b>Mirar el corto “El ojo en la nuca”.</b>	Audio/Video blog #3
	El subjuntivo I, págs. 104-105.	
	Los pronombres relativos, págs. 106-107. La tortilla, págs. 108-111.	
<b>Semana 10</b>		
	Carta abierta a mi nieto, págs. 112-116.	<b>Participación 2</b>
	Presentaciones Proyecto Entrevista a un hispanohablante	
	Tira cómica, págs. 122-123. Repaso para el Examen 4.	
<b>Semana 11</b>		
	<b>Examen 4:</b> Capítulo 4.	<b>Tarea Capítulo 4</b>
	La Aventura de Rosa, págs. 128-133. <b>Mirar el corto “La Aventura de Rosa”.</b> El subjuntivo II, págs. 134-135.	
	Usos de se I, págs. 136-137. Lo que dure el amor, págs. 142-146.	
<b>Semana 12</b>		
	Cine y Malabarismo, págs. 147-151. Tira cómica, págs. 152-153.	Audio/Video 4
	Repaso para el Examen 5.	
	<b>Examen 5:</b> Capítulo 5.	<b>Tarea Capítulo 5</b>
<b>Semana 13</b>		
	Taller de Producción Oral 4 Ella y yo, págs. 158-163. <b>Mirar el corto “Ella y yo”.</b>	
<b>Semana 14</b>		
	Oraciones condicionales con si, págs. 164-165. Usos de se II, págs. 166-167.	
	<b>Speaking Test # 2 – in class.</b>	
	<b>Speaking Test # 2 – in class.</b>	
<b>Semana 15</b>		
	Ni coja ni madre, págs. 168-172.	<b>Participación 3</b>
	Dos vidas, págs. 178-182. Tira cómica, págs. 183-184.	
	<b>Final exam- Listening Comprehension Section.</b> Repaso para el Examen Final	<b>Tarea Capítulo 6</b>
<b>Final Exam</b> This exam will be cumulative of <u>ALL</u> the following chapters of <i>Revista</i> : 1, 2, 3, 4, 5, and 6. Make up exams will have to be personally arranged with instructor upon showing adequate proof of conflicts.		

### CLASS PARTICIPATION

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**I. Self-Evaluation form for class participation.** Read the following questions and circle the number of points that best describe your performance in class:

CRITERIA FOR CLASS PARTICIPATION	Always almost ways:	or al-	Often:	Some times:	Rarely:	Never or al- most never:
#1. Do you participate actively in all (individual, pair, and group) activities and discussions?	10 9		8 7	6 5	4 3	2 0
#2. Does your participation make a positive impact on getting tasks done and contribute positively to class discussions and activities?	10 9		8 7	6 5	4 3	2 0
#3. Do you come on time and prepared to class? (Have you completed readings and/or activities assigned for each class, and studied for class?)	10 9		8 7	6 5	4 3	2 0
#4. Do you have a good and respectful attitude toward your instructor and classmates? Do you listen attentively to others? <sup>1</sup>	10 9		8 7	6 5	4 3	2 0
#5. Do you attempt to express yourself in Spanish at all times?	10 9		8 7	6 5	4 3	2 0

**II. Instructor's evaluation for class participation** (This section is to be completed by the instructor)

Your instructor will evaluate your participation according to the criteria for class participation above and, if necessary, will give you suggestions on how to improve your participation. Remember: You will be evaluated three times during the semester.

Instructor's Evaluation:											
Criteria:	Possible Points:										
#1	10	9	8	7	6	5	4	3	2	1	0
#2	10	9	8	7	6	5	4	3	2	1	0
#3	10	9	8	7	6	5	4	3	2	1	0
#4	10	9	8	7	6	5	4	3	2	1	0
#5	10	9	8	7	6	5	4	3	2	1	0
Participation Grade: Total points _____ x 2= _____ /100											
Comments:											
_____											
_____											
_____											

**Grading Criteria to evaluate Audio Journals (1 & 2)**

**Name:** \_\_\_\_\_

**Grammatical Accuracy (40 points)**

**40-30 points** \_\_\_\_\_ High degree of accuracy, especially in targeted grammatical structures; few major errors and some minor errors with no evident patterns.

**29-20 points** \_\_\_\_\_ Approx. half of message has a high degree of accuracy, especially in targeted grammatical structures; some /frequent grammatical errors occur.

**19-10 points** \_\_\_\_\_ Grammar highly inaccurate so as to interfere with comprehensibility; and/or basic structures used.

**Vocabulary (10 points)**

**10-8 points** \_\_\_\_\_ Varied vocabulary appropriate for the content used with precision.

**7-5 points** \_\_\_\_\_ Limited vocabulary, frequent errors such as making up words and word in English.

**4-1 points** \_\_\_\_\_ Insufficient vocabulary; constant interference from English.

<sup>1</sup> Some examples of disrespectful and/or distracted behavior are: using electronic devices during class time, engaging in side conversation with your classmates, speaking in English, sleeping or participating in any non-pertinent-to-the class activity, etc.

**Fluency (10 points)**

- 10-8 points \_\_\_\_\_ High level of fluency.  
 7-5 points \_\_\_\_\_ Moderate/low level of fluency with frequent hesitance.  
 4-1 points \_\_\_\_\_ Poor fluency with labored expression.

**Pronunciation (10 points)**

- 10-8 points \_\_\_\_\_ Very good pronunciation.  
 7-5 points \_\_\_\_\_ Fair pronunciation with interference from English/another language.  
 4-1 points \_\_\_\_\_ Poor pronunciation, which affects comprehension.

**Verbal Effectiveness (30 points)**

- 30-20 points \_\_\_\_\_ Ideas and main points are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience. Supporting material is original, logical, and relevant (facts, examples, etc.). Smooth transitions are used. The conclusion is satisfying. Language choices are vivid and precise.
- 19-10 points \_\_\_\_\_ The main idea and the main point are clearly evident, but the organizational structure may need to be strengthened; ideas may not always flow smoothly. The introduction may not be well-developed. Supporting material may lack in originality or adequate development. Transitions may be awkward. The conclusion may need additional development. Language is appropriate, but word choices are not particularly vivid or precise.
- 9-1 points \_\_\_\_\_ Idea "seeds" have not yet germinated; ideas and main point may not be focused or developed; the main purpose is not clear. The introduction is undeveloped or irrelevant. Inaccurate, generalized, or inappropriate supporting material may be used. Transitions may be needed. The conclusion is abrupt or limited. Language choices may be limited, use of some words in English.

*Total:* \_\_\_\_\_/100

*Comments:*

---



---



---

**Grading Criteria to evaluate Audio Journals (3 & 4)**

*Name:* \_\_\_\_\_

**Recorded Audio Journal and First Transcript (74 points)****Grammatical Accuracy (30 points)**

- 30-20 points \_\_\_\_\_ High degree of accuracy, especially in targeted grammatical structures; few major errors and some minor errors with no evident patterns.
- 19-10 points \_\_\_\_\_ Approx. half of message has a high degree of accuracy, especially in targeted grammatical structures; some /frequent grammatical errors occur.
- 9-0 points \_\_\_\_\_ Grammar highly inaccurate so as to interfere with comprehensibility; and/or basic structures used.

**Vocabulary (8 points)**

- 8-6 points \_\_\_\_\_ Varied vocabulary appropriate for the content used with precision.
- 5-3 points \_\_\_\_\_ Limited vocabulary, frequent errors such as making up words and word in English.
- 2-1 points \_\_\_\_\_ Insufficient vocabulary; constant interference from English.

**Fluency (8 points)**

- 8-6 points \_\_\_\_\_ High level of fluency.
- 5-3 points \_\_\_\_\_ Moderate/low level of fluency with frequent hesitance.
- 2-1 points \_\_\_\_\_ Poor fluency with labored expression.

**Pronunciation (8 points)**

- 8-6 points \_\_\_\_\_ Very good pronunciation.
- 5-3 points \_\_\_\_\_ Fair pronunciation with interference from English/another language.
- 2-1 points \_\_\_\_\_ Poor pronunciation, which affects comprehension.

**Verbal Effectiveness (20 points)**

**20-13 points** \_\_\_\_\_ Ideas and main points are clearly organized, developed, and supported to achieve a purpose; the purpose is clear. The introduction gets the attention of the audience. Supporting material is original, logical, and relevant (facts, examples, etc.). Smooth transitions are used. The conclusion is satisfying. Language choices are vivid and precise.

**12-7 points** \_\_\_\_\_ The main idea and the main point are clearly evident, but the organizational structure may need to be strengthened; ideas may not always flow smoothly. The introduction may not be well-developed. Supporting material may lack in originality or adequate development. Transitions may be awkward. The conclusion may need additional development. Language is appropriate, but word choices are not particularly vivid or precise.

**6-0 points** \_\_\_\_\_ Idea "seeds" have not yet germinated; ideas and main point may not be focused or developed; the main purpose is not clear. The introduction is undeveloped or irrelevant. Inaccurate, generalized, or inappropriate supporting material may be used. Transitions may be needed. The conclusion is abrupt or limited. Language choices may be limited, use of some words in English.

**Second Transcript (26 points)**

**26-16 points** \_\_\_\_\_ Student was able to note and correct all of the mistakes that appeared in the original recording and he/she showed the ability to recognize incoherent segments or ungrammatical structures.

**15-8 points** \_\_\_\_\_ Student was able some of the mistakes that appeared in the original recording and he/she showed the ability to recognize portion of incoherent segments or ungrammatical structures.

**8-0 points** \_\_\_\_\_ Student showed little or no ability to recognize the majority of the mistakes that appeared in the original recording or he showed little or no ability to recognize portion of incoherent segments or ungrammatical structures.

**Total:** \_\_\_\_\_/100

**Comments:**

**Grading Criteria to Evaluate Speaking Test 1 (the Oral Interview)**

**Name:** \_\_\_\_\_

Criteria:	Questions grouped by topic:					Total
<b>Aural Comprehension (20 points)</b>						
Understands the question(s).	4	4	4	4	4	
Understand questions after being repeated.	3-2	3-2	3-2	3-2	3-2	
Did not understand the question even after being repeated.	1	1	1	1	1	
<b>Grammatical structures (20 points)</b>						
Identifies correct grammatical structure to be used and does <i>not</i> have <i>control</i> of required tense or grammatical structure (present, preterit, imperfect; pluscuamperfect; past participle as an adjective; ser/estar, reflexive verbs). He/she conjugates verbs correctly. <i>Very few errors</i> with irregular verbs and gender.	4	4	4	4	4	
Identifies correct grammatical structure to be used, but <i>has not complete control</i> of required tense or grammatical structure; some problems with subject/verb agreement; problems with conjugation. <i>Several problems</i> with irregular verbs, and with gender.	3-2	3-2	3-2	3-2	3-2	
Uses <i>incorrect tense</i> or required grammatical structures. He/she is <i>unaware</i> and does <i>not</i> have <i>control</i> of the tense at hand. <i>Too many errors</i> in conjugation, subject/verb agreement, and gender.	1	1	1	1	1	
<b>Vocabulary (20 points)</b>						
Broad in range, precise, very few errors. Abundant use of words studied during the semester.	4	4	4	4	4	
Generally adequate for situation.	3-2	3-2	3-2	3-2	3-2	
Mostly inaccurate or inadequate.	1	1	1	1	1	
<b>Content (20 points)</b>						



Accurate and abundant information given and well developed, clear to the point. Answers are given in complete sentences; emerging paragraph. Use of connecting words.	4	4	4	4	4	
Adequate information although not always accurate. Sometimes student does not answer in complete sentences. Very few connecting words used.	3-2	3-2	3-2	3-2	3-2	
Ideas not well developed; limited or inaccurate information. Student mostly answers using incomplete sentences or provides a one-word answer (e.g. sí/no). When pressed for details, student shows inability to elaborate and/or resorts to silence.	1	1	1	1	1	
<b>Fluency/ Pronunciation (20 puntos)</b>						
Very conversational, fluent with few natural pauses. Generally accurate pronunciation. Correct stress.	4	4	4	4	4	
Somehow slow; several pauses. Pronunciation is not always accurate. Some striking non-Spanish sounds.	3-2	3-2	3-2	3-2	3-2	
Mnemonic reproduction of content; unnatural pauses. Use of non-Spanish sounds (vowels and consonants) incorrect stress.	1	1	1	1	1	
						<b>Total: _____/100</b>

### Grading Criteria to Evaluate Speaking Test 2

Name: \_\_\_\_\_

#### **Task Completion (10 possible points):**

- \_\_\_\_: Minimal completion of the task; content is frequently undeveloped and/or somewhat repetitive.  
 \_\_\_\_: Partial completion of the task; content is somewhat adequate and mostly appropriate; basic ideas expressed but very little elaboration or detail.  
 \_\_\_\_: Completion of the task; content is appropriate; ideas adequately developed with some elaboration and detail.  
 \_\_\_\_: Superior completion of the task; content is rich; ideas developed with elaboration and detail.

#### **Comprehensibility of Message (10 possible points):**

- \_\_\_\_: Content barely comprehensible, requiring frequent interpretation; pronunciation may frequently interfere with communication.  
 \_\_\_\_: Content mostly comprehensible, requiring interpretation; pronunciation may occasionally interfere with communication.  
 \_\_\_\_: Content comprehensible, requiring minimal interpretation; pronunciation does not interfere with communication.  
 \_\_\_\_: Content readily comprehensible, requiring no interpretation; pronunciation enhances communication.

#### **Level of Discourse (20 possible points):**

- \_\_\_\_: Use of complete sentences, some repetitive; few cohesive devices.  
 \_\_\_\_: Emerging variety of complete sentences; some cohesive devices.  
 \_\_\_\_: Variety of complete sentences and of cohesive devices.  
 \_\_\_\_: Variety of complete sentences and of cohesive devices; emerging paragraph-length discourse.

#### **Fluency (20 possible points):**

- \_\_\_\_: Speech halting and uneven with long pauses or incomplete thoughts; little sustained speech.  
 \_\_\_\_: Speech choppy and/or slow with frequent pauses; few or no incomplete thoughts; some sustained speech.  
 \_\_\_\_: Speech sustained most of the time; some hesitation but manages to continue and complete thoughts.  
 \_\_\_\_: Speech sustained throughout with few pauses or stumbling.

#### **Vocabulary (20 possible points):**

- \_\_\_\_: Inadequate and/or inaccurate use of vocabulary.  
 \_\_\_\_: Limited range of vocabulary; use sometimes inaccurate and/or inappropriate.  
 \_\_\_\_: Varied range of vocabulary; use generally accurate and appropriate; a few idiomatic expressions.

\_\_\_\_: Wide range of vocabulary; use generally accurate and appropriate, including some idiomatic expressions.

**Language Control (20 possible points):**

\_\_\_\_: Emerging use of basic language structures. Word order, use of gender, direct, indirect and reflexive object pronouns is frequently incorrect.

\_\_\_\_: Emerging control of basic language structures. Word order is occasionally incorrect. Use of gender, direct, indirect, reflexive objects is sometimes incorrect.

\_\_\_\_: Control of basic language structures (present simple, ser/estar, etc.). Use of few advanced structures, but the use was mostly incorrect. Word order is frequently correct. Mostly good use of gender, direct/indirect, reflexive object pronouns.

\_\_\_\_: Control of basic language structures with occasional use of advanced language structures (past tenses, subjunctive, *gustar*-like verbs). Word order is mostly correct. Good use of gender, direct/indirect and reflexive objects pronouns.

**Total:** \_\_\_\_\_/100

**Symbols to Correct the First Draft of the Compositions.**

**GRAMMAR**

AA	Adjective/noun agreement (includes gender and number).
AC	Accent wrong or missing.
ADV	Adverb wrong or needed.
AGR	Subject/verb agreement problem
ATM	Check aspect, tense, and mood.
AP	Personal 'a' required.
ART	Article wrong or missing.
CC	Copula choice (confusion of ser and estar)
IMP	Impersonal form required: includes passive or impersonal 'se'.
INF	Infinitive needed.
OP	Object Pronoun wrong or missing.
POS	Possessive adjective wrong or missing.
PREP	Preposition wrong or missing.
REL	Relative Pronoun wrong; 'que' is missing.
REF	Reflexive Pronoun wrong or missing.
SP	Spelling error.
SPN	Subject Pronoun problem.
VF	Wrong conjugation
WW	Wrong word choice, vocabulary error.
WO	Word order is incorrect.

**STYLE**

ID	Appropriate idiomatic expression required. (This is an error that is often the result of a literal translation from English.)
INC	Incomprehensible due to structure or vocabulary choice that makes it difficult to identify error – needs to be rewritten (sometimes the meaning is confused due to literal translation).
NC	Not clear.
NL	Not logical.
PUNT	Punctuation wrong or missing.
REP	Use pronoun to avoid repetition.
RS	Repetitive word or structure; the sentence should be reviewed and corrected by using synonyms or rewording/rephrasing.
TR	Transition is required to link ideas.
CAP	Lower (LC) or upper (UC) case needed.

**How to type Spanish accents and symbols on your keyboard.**

When using Windows you MUST use the numeric keypad:  
(The NUMLOCK key must be turned on or the codes won't work)

á	Hold down ALT and type	160	or	0225
é	Hold down ALT and type	130	or	0233
í	Hold down ALT and type	161	or	0237
ó	Hold down ALT and type	162	or	0243
ú	Hold down ALT and type	163	or	0250
Á	Hold down ALT and type	0193		
É	Hold down ALT and type	0201		
Í	Hold down ALT and type	0205		
Ó	Hold down ALT and type	0211		
Ú	Hold down ALT and type	0218		
ü	Hold down ALT and type	129	or	0252
Ü	Hold down ALT and type	154	or	0220
ñ	Hold down ALT and type	164	or	0241
Ñ	Hold down ALT and type	165	or	0209
¿	Hold down ALT and type	168	or	0191
¡	Hold down ALT and type	173	or	0161

#### Macintosh

á	Hold down Option and e	and type	a
é	Hold down Option and e	and type	e
í	Hold down Option and e	and type	i
ó	Hold down Option and e	and type	o
ú	Hold down Option and e	and type	u
Á	Hold down Option, e and Shift	and type	a
É	Hold down Option, e and Shift	and type	e
Í	Hold down Option, e and Shift	and type	i
Ó	Hold down Option, e and Shift	and type	o
Ú	Hold down Option, e and Shift	and type	u
ü	Hold down Option and u	and type	u
Ü	Hold down Option and u, release and then hold down Shift	and type	u
ñ	Hold down Option and n	and type	n
Ñ	Hold down Option, n and Shift	and type	n
¿	Hold down Option and Shift	and type	/
¡	Hold down Option	and type	1

### **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. Unauthorized absence from class will result in a reduction of the final grade and potentially a failure for the course.

**Missing classes for medical reasons:** If you need to miss a class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Affairs (DAA) or Resident Director know at least one hour in advance of your class or meeting at the following e-mail: \_\_\_\_\_. Note that calling the CAPA Center (\_\_\_\_\_) is acceptable only if you do not temporarily have access to the internet. An e-mail is still required as quickly as you can get access to the internet again. You will need to provide evidence of the reason for your absence. Unexcused absences will result in a grade reduction. In the event of a missed class or field trip, it is your responsibility to contact your instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

Participation is a vital part of your grade: students are expected to participate orally in seminars and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others in the class will not be tolerated.

**Academic Integrity:** A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work and class behavior. Plagiarism and cheating will result in dismissal from the program. See the Handbook of CAPA Academic Policies for more information and resources on plagiarism.

**Use of electronic equipment in class:** All devices such as laptops, I-pods, I-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are **NOT** allowed unless you have express permission from the faculty or you have been instructed to do so. If you require an accommodation to use any type of electronic equipment, inform the Director of Academic Affairs or the Resident Director at the beginning of Term.

**Use of Electronic Translators:** In Language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

**Late Submission:** Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request must be made to the relevant Faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of F will be given for the assessment.

**Behavior during Examinations:** During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.